

VOLUME I.

NUMBER 2

BULLETIN

Mississippi Normal
College

HOME STUDY COURSES

HATTIESBURG, MISSISSIPPI



OCTOBER, 1913

Published Quarterly by the Mississippi Normal College, Hattiesburg, Miss.
Entered as second class mail matter, August 20, 1913, at the
Postoffice at Hattiesburg, Mississippi, under
Act of Congress of July 16, 1894.

MISSISSIPPI NORMAL COLLEGE

JOE COOK, President

Calendar 1913-14

September 15, Monday—Dormitories and dining hall open at noon.
September 16, Tuesday—Entrance examinations for new students,
8:30 a. m.; Opening exercises, 10:30 a. m.
October 27, Monday—Second Term begins.
December 8, Monday—Third Term begins.
December 19, Friday—Christmas holidays begin, 4 p. m.
December 29, Monday—Work resumed, 8 p. m.
January 26, Monday—Fourth Term begins.
March 9, Monday—Fifth Term begins.
April 20, Monday—Sixth Term begins.
May 29, Friday—Graduating Exercises, 8 p. m.
June 1, Monday—Summer Term begins.
July 9, 10, Thursday and Friday—State Examinations.
July 10, Friday—Summer Term closes.

COMMITTEE ON CORRESPONDENCE STUDY.

T. F. Jackson, Chairman

J. N. McMillin

Miss Alma Hickman

Miss Willa Bolton

Miss Emily Jones

Introduction.

It is not found practicable to offer regular correspondence courses, because this would involve much more time on the part of our instructors than can now be spared for this purpose.

It is thought, however, that many of those who are now engaged in teaching and intend to enter the Normal College later may wish to do some definite study on portions of our required work with a view to taking the test on same when they enter the College.

Many of our courses cannot be taken in this way, since the practical work involved cannot be done without laboratory equipment and direct supervision. Among these are the various courses in science, in drawing, in manual training, in music, etc. Among these are also courses that involve considerable library research work.

Those who are not familiar with our courses of study should secure a copy of the Normal College catalogue and ascertain just what they should take up at home in order to save time after entering the College.

If some of the required work has already been done in a college or affiliated high school (See list on P. 64, catalogue 1913-14), a "credit blank" should be secured and filled out with a view to securing advance credits for this work. This blank can be obtained by addressing the President's Office.

Home study work will not be given to any except those who intend to enter the Normal College later and take up regular work.

Fee

Each student who wishes to take up this correspondence or home study is required to send to the Secretary of the College a fee of Two Dollars (\$2). This is credited to his account and when he enters the College later (provided it be within two years) he will only pay a balance of three dollars (\$3) on his incidental fee. Under no circumstances will a Home Study fee be returned.

Examinations

All tests on Home Study will have to be taken at the College, under the direction of the Committee on Examinations. Notice of any test desired should be given one week in advance of the date on which it is to be taken.

Text Books.

The books required for each subject are named at the close of each outline. They can be obtained from the publishers. If ordered direct from the Normal College book store the postage or express will have to be paid by the purchaser.

Outlines of Home Study Work

The following courses are being offered at present. For students who have finished the Certificate course and wish to do home study that will count on the Diploma course, it is possible that some work can be given in addition to that named below:

English

COURSE 11. (1).

Advanced Grammar.

Part I., p. 3 to p. 116, and p. 207 to p. 236.

Suggestions for study: Make a close study of the text, framing illustrations of your own for principles discussed. Be careful to note all derivations given by the author, and to use the exercises (pp. 207-236) in connection with the grammatical principles.

COURSE 11. (2).

History of the Language.

Part III., p. 269 to p. 347 and Part IV., page 348 to p. 389.

Suggestions for study: Study carefully the development of the English language, noting the various changes brought about by the introduction of Christianity, the Norman Conquest, etc. Study, in connection with the language of the separate periods, the authors of those periods as given in Part IV.

Prepare a theme not less than 500 words on

English a Mixed Language.

Text: Meiklejohn's The English Language. D. C. Heath & Co., New York, \$1.25.

Instructor: Miss Anne Augustus.

Mathematics

Algebra.

This is a course for beginners in Algebra, but we believe that none should attempt it by correspondence except those who have previously studied the subject under a teacher. We, therefore, assume that those who do home study in this course have had it previously in school and merely wish to review it preparatory to taking a test for entrance credits.

The first term (3-1) includes the introduction, and fundamental operations through page 58.

The second term (3-2) extends through page 100.

The third term covers factoring and extends through page 130.

The fourth term includes fractions and fractional equations through page 175. But it is not expected that the students shall work all the exercises found on these pages.

The fifth term includes graphical representations (Chapter 19), linear systems (Chapter 20), square root and radicals (Chapter 21), and quadratic equations (Chapter 23). But in these pages there is a great deal of material that can be omitted. The student will use his judgment as to the number of examples and problems he should work. The aim must be to learn principles and gain skill and accuracy in their application. This can be done by some students without working more than half the exercises. Other students will require more drill.

A test will be given on any number or all five of the terms of this course.

Text: Hawks, Luby Tanton's First Course in Algebra. Ginn & Co., Atlanta, \$1.

COURSE 4.

Plane Geometry.

This should not be undertaken by students who have not previously studied this subject in class.

The first term covers the first twenty theorems and nine problems.

The second term completes Book I and covers the first twelve theorems of Book II.

The third term completes Book II and covers thirteen theorems and two problems of Book III.

The fourth term completes Book III and also Book IV.

The fifth term covers Book V.

The student should be able to demonstrate theorems and solve problems in a definite, systematic manner, without being dependent on

abstract memory. The ability to solve original exercises is of great importance and will be insisted on.

Text: Lyman's Plane Geometry. American Book Co., Cincinnati, 75c.

Instructor: T. P. Scott.

Education

COURSE 1.

Read the statement in the catalogue for the purpose of this study. A large amount of the material you must draw from your experience as a student and teacher. Taking it by correspondence you will miss class questions and the stimulating experiences of others, therefore you must give double importance to observing and reflecting upon the problems about you.

I. Aim and Meaning of Education.

Read Colgrove, Chap. 8, and Bagley's introduction.

Preparation for complete living, preparation for citizenship, social efficiency, or the adjustment of the child's and society's demand may be taken as aims. Whichever one of these you may take as an aim toward which to work will be found to demand these four qualities: A good physical body, ability to earn a living, a well-trained and serviceable intellect, and those social virtues which we term morality.

II. What are these and how Developed.

Physical education. Colgrove, Chap. 13, also pp. 105-7, Bagley, Chap. 6.

Industrial education. Colgrove, pp. 96-8, 47-8, 133-4, 240-2, 346-50.

Intellectual education. Colgrove, pp. 107-12.

Moral and social education. Colgrove, pp. 112-14, 50-2, 191-2, 78-80, 98-9. Bagley, 7-11.

III. Means of Education.

Nothing definite can be found in either book on this. Consider thoughtfully every means of education; home, church, play, work, social life, general reading, chance experiences, recreation of all kinds. Each of these has a value. That you already know. The question to ask yourself, (and you want to ask this of yourself), at every step in the process, "In what way does this phase of life tend to make the child what education would have him?"

Next consider carefully the difference between the lessons learned outside and those learned within the school room.

In what ways is the school better? In what ways does it fall short as an educative factor? Suggest practical ways of making it better

along these lines where you find it wanting. Try your suggestions in your work.

IV. Course of Study.

Colgrove, Chap. 9.

How is the course of study related to the producing in each individual the four fundamental characteristics? See point one.

What is the nature and purpose of the course of study, to the student, to the teacher, to the community? Pp. 120, 122-24.

What principles guide one in making a course of study? Pp. 124-8.

What is the value and place of each of the different studies? Get this carefully. Pp. 128-34.

What principles govern the order and sequence of topics and why? Pp. 134-8.

Study the problem of correlation and try this in your own work. Pp. 138-41.

V. Daily Program.

Colgrove, Chap. 12. Bagley, Chap. 4.

How is this related to the purpose of the school?

Study carefully the relative importance of the various studies in the curriculum and determine the value of each in the daily program. The value should be measured by the time spent upon it.

Study the relation of the various studies in their relation to the fatigue of the child. Its location in the program results from this.

Make out some program using the principles laid down in the books.

VI. Teaching.

Purpose and nature of teaching. Colgrove, Chap. 14, 15.

How is this related to the main question?

Laws by which one must teach. Colgrove, Chap. 16.

Sense perception. How is it related to the development of the mind? How should it influence your teaching?

Motor Reaction. What provision are you making for this in your school work?

Apperception. This is one of the most fundamental laws. It should be applied at every step. Ask yourself this question, "Is the child's mind prepared to receive this idea or truth?"

Self Activity. Compare with motor reaction.

Law of aim. Colgrove, pp. 246-8, 285-6, 322-4, 311-12.

How is the law of aim related to apperception and self activity.

Law of interest. Colgrove, pp. 380-2, 210-12, 235-350-2, 307, 234, 126-7.

Laws of Attention. Colgrove, pp. 315, 235-6, 250-2, 263.

Study the law of interest and attention together. Get the difference between the three kinds of attention. Find them in your school work and prove the relative value of each to the learner.

Law of Habit Formation. Colgrove, Chap. 22-23. Bagley, Chap. 1.

Habit formation is the basis of all successful school work. This is a topic you should work out very carefully.

VII. The Lesson.

Chap. 17, Colgrove.

What can be done during the lesson period to attain the aim of school work?

Importance of teacher's daily preparation. Colgrove, Chap. 18.

Assignment. Chapt. 19, Colgrove. Bagley, pp. 192-206.

What relation has the assignment to the law of aim and apperception? How is it related to proper study and proper recitation?

Students preparation. Chap. 20, Colgrove. Bagley, pp. 206-10.

The recitation period. Colgrove, Chap. 17. Bagley, pp. 210-13.

Method of conducting the recitation. Colgrove, Chap. 21.

Apply every step of this to your daily work and its meaning will become clear.

I would advise you to read a topic and after it has been fairly mastered, keep it carefully and clearly in mind for a few days, attempting to use it. Then read it over again. For instance, read all you can on "Assignment of a lesson" and try very specifically to apply it for a few days. Then, without neglecting it, consider some other phase, "the recitation," as your central thought. Remember the one question for which all of these topics are considered is, "How does this topic contribute to the four fundamental virtues of a properly educated man; namely, physical fitness and health, industrial habits, and knowledge, intelligence and social virtues.

Texts: The Teacher and The School, Colgrove. Class-Room Management, Bagley. Charles Scribner's Sons, New York, \$1.25 each.

Instructor: O. G. Brim.

COURSE 2.

Teaching Children to Study.

Directions: Work out the questions as best you can from the text and from the books of reference, and put into practice in your school-

room what you are learning. The reference books, while not absolutely essential, will add interest to your study and help you greatly. Keep a note book for your written work, and the work in such form as to be ready for examination upon application for credit on the work.

Lesson I., Chapter I.

Directions: Read carefully the introduction and chapter I., then work out thoughtfully the following questions:

1. What is the need of learning how to study?
2. What is study? Discuss the kind of thinking employed in study.
3. Tell how curiosity may be a source of thought. Would you encourage curiosity in your pupils? If so, why?
4. Give other sources of thought.
5. Show the relation between thinking and memorizing; between thinking and habit forming.

Lesson II., Chapters II. and III.

1. Distinguish between inductive and deductive study. Give examples of each.
2. Name the factors of study. Compare those of text with those in McMurry, Ch. II.
3. What are some of the means of collecting data, or supplementing the thought in inductive and in deductive study?
4. Do you regard development of individuality as important in study? If so, why?
5. What do you understand by "type-study?" Advantages of this kind of study?
6. Explain the paragraph, "The Use of Analogy in Moral Training."

Lesson III., Chapter IV.

1. How does the organization of ideas in text-book differ from that which is done when the pupil is collecting information from outside sources?
2. Would you encourage pupils to doubt the soundness of statements in the study of a book; if so, to what extent?
3. Show the place of memorizing in text-book study. In what studies is mechanical memorizing permissible??
4. What do you understand by "initiative?" How would you develop this in your pupils?
5. Are all factors employed in all study?

Lesson IV., Chapter V.

1. In the state text on geography, turn to lesson on "Chile." This

is a lesson you will use in your class. Do whatever you think you ought to do in studying this lesson thoroughly, then write down the different things you have done in studying it.

2. Do not answer this question, but write down everything you think you ought to do in finding the answer to it. "Why is Pittsburg such an important commercial and manufacturing center?"

3. Test your fifth and sixth grade pupils to find out to what extent they can apply the factors of study. Begin by reading a short paragraph, having them tell what it is about. Read others and let pupils suggest names for them. See if they can organize subject matter by finding essential facts (large points in it) and grouping related ideas around them. Give other tests to see if pupils can employ the necessary factors of study. Compare results of work after they have been taught to study with the work before they were taught.

Lesson V., Chapter VI. and VII.

1. Read carefully the chapters, then tell if you think children in our public schools are being taught to study properly, if at all. Tell why you think so.

2. Do you think pupils in the lower grades can be taught to study? Give reason for thinking so.

Lesson VI., Chapter VIII.

1. Is it necessary to make young children conscious of the reasons for the various steps in study?

2. What part has the assignment of lessons in teaching pupils how to study?

3. What forms of supplementing the text may little children begin to use? Do you assign supplemental work, and if so, what good has been derived from it?

Remember the teacher is the center and moving power in the work, and that the training of your pupils to study independently, intelligently, and economically depends so much upon your supervision. Unless you can make a **practical application** of your knowledge of how to study, your work will have been in vain. Don't let your carrying out of these principles be theoretical and formal. Let common sense prevail.

Text: Earhart's "Teaching to Study." Houghton, Mifflin Co., Chicago, 60c.

For reference: McMurry's "How to Study;" Bagley's "Craftsmanship in Teaching." Macmillan & Co., New York.

Instructor: Miss Emily Jones.

COURSE 10.

Reference; (Suggested) Elementary Psychology." Philips. Published by Ginn & Co., Boston.

There is little help that can be given in a course of this kind, especially when the book carries with it so many chances of applying your knowledge of the chapter in the applications following each chapter. The mere reading of the book would be useless. Educational psychology is not a thing to know but something to use. It is written about school work and is not learned by you until you can detect its aspects and meet them in your school experience.

Here is a brief outline of the topics as we discuss them. Use the reference book in connection with each topic if you have one at hand.

1. Aim of the course. Text pp. 1-7.
2. Meaning of psychology in relation to the teacher. Text pp. 7-10.
3. Physical Education and the nervous system. Text Chap. II. Pay especial attention to the exercises at the end of each chapter. Study in connection with this chapter the nervous system in your reference book.
4. Instincts and Capacities. Text Chap. III.
5. Perception and Apperception. Text Chap. IV. Consult reference book Chaps. 7 and 4.
6. Interest. Chap. V.
7. Attention. Chap. VII.
8. Habit Formation. Chap. 8, pp. 110-123.
9. Memory. Pp. 124-27.
10. Correlation. Pp. 127-133.
11. Analysis. Pp. 133-147.
12. Reasoning. Chap. 10.
13. Moral Training. Chap. 11.
14. Emotions. Chap. 12.
15. Motor expression as a means of education and its method of development. Pp. 206-35.
16. Formal Discipline. Chap. 15.
17. Individual differences. Chap. 6.

When you are reading this chapter refer to the other chapters to see what provisions and references are made on account of this. For instance, see chapter on instincts.

18. Testing results of your work. Pp. 256-73.

Pay careful attention to the questions at the end of each chapter. Search your experience both in school and previously and then re-read the book discussion until you have found answers. Your grasp of the subject will be satisfactory if you can handle the exercises intelligently.

Text: Principles of Teaching, Thorndike. A. G. Seiler, 1226 Amsterdam Ave., New York, \$1.25.

For reference: (Suggested) "Elementary Psychology," Phillips. Ginn & Co., Atlanta.

Instructor: O. G. Brim.

History

COURSE 1.

Ancient History in the text suggested is divided into three parts—Oriental, Greek and Roman. Ten written reports are required: One on the Oriental World, four on Greek World, and five on Roman World. As soon as a report is ready it should be sent in.

Report No. 1. (Pp. 7 to 75.)

Read the preface and state what you get out of it. Define history and give sources of historical knowledge. Draw map on page 10 and explain it. How should history be correlated with geography? With What other subjects should history be correlated? Why? How? Classify races. Divide race you belong to into three divisions and name division that has made most progress. Draw maps on page 20 and state how they should be used in teaching a class.

Discuss the origin of each of the Oriental peoples, take up the Oriental Countries in chronological order and trace the development of each, and state specifically what each country contributed to the civilization of the world.

Report No. 2. (Pp. 75 to 102.)

Discuss relation of Greece to Orient. In what sense was Greece the heir of the Orient. Do the geographical features of a country affect the character and history of the people? Use Greece as an example. Give the divisions of Greece. Of what use are the legends? Discuss the Mycenaean and Homeric ages. Of what use are Homer's poems? Draw and explain all the maps in this section of the text.

Report No. 3. (Pp. 102-143.)

Discuss fully the development of the Greek City States. Give the causes of colonial expansion, name the colonizing cities, and state relation of colony to parent city. State the good and the bad in the Spartan system of education. What was the most fundamental element of the culture of the Greeks? What were the two strongest bonds of union among the various branches of the Greek people? Make all the maps and drawings in this section of the text and explain each.

Report No. 4. (Pp. 143-225.)

Use outline below in writing this report. Draw and explain all maps.

1. The Persian Wars.
 - (a) Causes.
 - (b) Events.
 - (c) Results.
2. The Growing Power of Athens.
3. The Athenian Empire.
4. The Age of Pericles.
5. The Struggles for Supremacy in Greece.
6. The Attic Period of Hellenic Culture.

Report No. 5. (Pp. 225-245.)

1. Macedonia and the Empire of Alexander.
2. Hellenistic Culture.
3. What Greece contributed to the progress of civilization. In what respects were the Greeks superior to the Orientals?
4. In what essential were the Greeks lacking? Show how we are indebted to the Ancient Greeks. Draw and explain all maps.

Report No. 6. (Pp. 259-299.)

1. Italy and the Traditional origin of Rome.
2. The Early City States.
3. Development of the Republican Constitution.

Write a good, sensible paper. Do not copy the text. Draw and explain all maps in this section.

Report No. 7. (Pp. 299-354.)

Show how Italy was consolidated. Was Greece ever consolidated? Is Our Country Consolidated? What was the Roman policy of Government? Discuss the Roman State, Roman Colonies, Roman Municipia, Subject Communities, Latin Colonies, and Italian Callies. Did the Roman's believe in good roads? Show how this one factor gave them strength. Show how Rome became a world power by conquering Carthage in the Punic Wars? Why? Draw and explain all maps in this section of the text.

Report No. 8. (Pp. 354-407.)

Account for the decay of patriotism in Rome. Discuss social, economic and political evils. Show the part each of the following played in transforming the Republic into an Empire: The Gracchi; (2) Marius, (3) Sulla, (4) Pompey, (5) Caesar, (6) Antony, (7) Oc-

tavius.

Discuss what Caesar did for the people. Discuss Roman education at this time.

Draw and explain all maps.

Report No. 9. (Pp. 407-482.)

Tell what Augustus did for the people. Name the Julian, Flavian, and the Five Good Emperors. When were social lives more evident under the republic or under the empire? Why? Give a short sketch of the doings of Diocletian and Constantine. Discuss the political system of Rome. The legal system. Christianity. Why did Rome fall?

Draw and explain all maps.

Report No. 10.

Write a good paper on the Dissolution of the Roman Empire. Name some things for which we are largely indebted to the Romans.

Text: Mory's Outline of Ancient History. Am. Book Co., Cincinnati, \$1.50.

Instructor: W. F. Bond.

Agriculture

In arranging a correspondence course in agriculture, it is found to be quite a difficult matter, as it is important to make all of the work in this subject of as practical a nature as possible.

A large part of the work is done by collecting specimens and taking notes on out-of-door excursions, then discussing these in class. Agricultural newspapers, bulletins and reference books are also found to be very helpful.

However, the following is a brief outline of the work covered in our certificate courses in agriculture.

COURSE 1.

Study of Plant Life.

- I. Seed.
 - A. Definition.
 - B. Structure and composition of seed.
 1. The different ways that seedlings come out of the ground.
 2. Conditions necessary for germination of seed.
 3. Heat, moisture and oxygen.
- II. The growth and direction of root and stem.

- A. Roots turn down and stems turn up.
 - 1. The causes of the root and stem going in opposite directions.
- III. How plants feed.
 - A. Osmosis-Diffusion.
 - B. Elaboration of plant food.
 - 1. Digestion and breathing of plants.
 - 2. The water path in plants.
 - 3. The living plant forms starch.
 - 4. The kinds of gas given off by plants while making starch.
- IV. Source of plant food.
 - A. From air.
 - 1. Per cent and kind obtained from air.
 - B. From soil.
 - 1. Per cent and kind.
 - 2. How taken up.
- V. The behavior of plants.
 - A. How plants act toward light.
 - B. How plants climb.
 - 1. By tendrils, air roots and coiling around things.
 - C. Sensitive plants.
 - 1. How they act when touched.
- VI. The formation of flowers.
 - A. The different parts and function of each.
 - 1. How pollinated.
 - B. The formation of fruit.
 - C. How plants scatter their seed.
- VII. Life story of plants as told by their sign language.
 - A. The oak, sweet pea, ferns, mosses and mushrooms.
- VIII. Battles of plants for existence.
 - A. Struggles against the wind.
 - B. Struggles for territory.
 - 1. Some prefer dry land some wet land.
- IX. Plants are social in their nature.

COURSE 2.

Elements of Agriculture.

- I. A brief review of course one.
- II. How plants are propagated.
 - A. By seed, cuttings, buddings, grafting, layering, etc.
- III. How plants are improved.
 - A. By variation and seed selection.

1. Importance of good seed.
 2. Good stand.
 3. Vigorous plants.
 - B. How to select good seed.
 1. Testing seed.
 2. Seed patch, seed selection.
 - C. How to plant.
 1. Condition of soil, seed bed.
 2. Depth of planting. Some things that influence it.
- IV. The Soil.
- A. Definition.
 - B. Origin of soil.
 1. Powdered rock.
 2. Decayed vegetables and animal remains.
 3. Change of temperature.
 - a. Freezing and expansion of water.
 - b. Heating and cooling by sun and wind.
 4. Oxygen and carbon dioxide.
 5. Winds.
 6. Fungi and lichens.
 7. Running water.
 8. Decay of plants and animals.
 - C. Time required to form soil.
 - D. Composition of soils.
 1. Variability and reasons for it.
 2. Importance of the different elements in forming soil.
 3. Simplicity of elements forming soils.
 - a. Nitrogen, phosphorous, potash, lime, etc.
- V. Relation of plants to soils.
- A. Composition of plants.
 1. Moisture.
 2. Other substances.
 - B. Preparation and cultivation of soil.
 1. How to aid in making plant food available.
 - a. Effects of deep tillage.
 - b. Leep plowing,—time for and why.
 - c. Freezing and thawing.
 - d. Admission of air.
 - e. Moisture content increased.
 2. Effect of frequent stirring.
 3. Importance of mechanical condition.
 - a. Effect of plowing soil when wet.

VI. Fertilizers.

A. Commercial Fertilizer.

1. Material used.

a. Source of material.

b. How obtained.

B. Calculating fertilizer formulas.

1. Suiting fertilizer to the soil.

2. Humus, importance of keeping supply up.

a. Source of humus.

b. Turning under crops grown for the purpose.

c. Farm manures.

VII. Legumes.

A. Definition and example.

B. Importance of.

1. Relation of legumes to plant food supply.

2. Nodules and what they are.

3. Natural benefits of legumes and other plants.

VIII. Farm Crops.

A. Rotation of.

1. Reasons for crop rotation.

a. Adds vegetable matter.

b. Uses different kinds of plant food.

c. Prevents disease and insect pests.

d. Adds nitrogen by growing legumes in rotation.

2. Systems of rotation.

a. Three year rotation.

b. Four year rotation.

c. Some plants to have and some not to have in rotation.

IX. Floriculture.

A. Planting for flower garden.

1. Growing flowers.

X. Forests and fruit trees.

XI. Diseases of plants.

A. Germs in the soil.

XII. Insects.

A. Definition of insects.

B. Habits of insects.

XIII. Farm live stock.

A. Improvement of live stock.

XIV. Feeding live stock.

A. Principles of feeding live stock.

XV. Dairying.

- A. Production and care of milk.
- B. Butter-making.
- XVI. Miscellaneous.
 - A. Cattle tick.
 - B. Farm implements.
 - C. Machinery.
 - D. Building roads.

COURSE 3.

Elements of Agriculture—(Continued.)

- I. Brief review of courses one and two.
- II. A more advanced study of laws controlling principles of plant growth, soils, fertilizers and farm crops.
- III. Divisions of Agriculture.

Agriculture has many important divisions, the main ones are:

 - A. Crop growing (or crop husbandry.)
 - 1. Grain growing.
 - 2. Forage-cropping.
 - 3. Fruit growing.
 - 4. Forestry.
 - 5. Floriculture.
 - 6. Cotton-growing.
 - 7. Vegetable-gardening.
 - B. Live Stock growing (or Animal Husbandry.)
 - 1. Cattle raising.
 - 2. Horse raising.
 - 3. Swine raising.
 - 4. Sheep raising.
 - 5. Poultry raising.
 - 6. Api-culture.
 - 7. Fish-culture.
 - C. Manufacture (or Agriculture technology.)
 - 1. Butter-making.
 - 2. Cheese.
 - 3. Canning.
 - 4. Evaporating.
 - 5. Miscellaneous manufacture done on the farm.
- IV. Forces controlling plant and animal growth.
 - A. Heredity.
 - B. Environment.
- V. The improvement of plants and animals.
 - A. Law of variation.
 - B. Similar produces similar.

- C. Selection.
 - 1. Natural selection.
 - 2. Artificial.
- D. Sports and mutations.
- E. Mendel's law.
 - 1. Application of Mendel's law.
- F. Steps in breeding plants and animals.
 - 1. Increasing variation.
 - 2. Selection of desirable farms.
 - 3. Testing the power of the selected individuals to reproduce their desirable characteristics.

COURSE 4.

- I. Working out fertilizer formulas.
 - A. Commercial fertilizer.
 - B. Barnyard.
 - C. Green manuring.
- II. Working out balanced ration for different animals.
- III. Brief study of the care, feeding, breeding, and handling of live stock.

COURSE 5.

An elementary course in Animal Husbandry, including a brief study of the history of the different types and breeds of farm animals; the judging, scoring and comparing of these animals as far as practicable. Special stress will be placed upon the adaptability of the different types of animals to conditions in this state.

COURSE 6.

Farm Management.

This course includes the selection of farms, the capital involved in various lines of farming, and the keeping of farm accounts.

TEXT BOOKS.

Text-books used in these courses are:

Course 1—"First Studies in Plant Life," by Atkinson, published by Ginn & Company, Atlanta, Georgia; price, \$.60.

Course 2—"Agriculture for Southern Schools," by J. F. Dugger, published by Macmillan Company, of New York; price, 75c.

Course 3—"Elements of Agriculture," by G. F. Warren (first 280 pages), published by Macmillan Company, of New York; price \$1.10.

Course 4—"Elements of Agriculture," by Warren, (latter part, beginning with page 281), bulletins, charts, etc.

Course 5—"Beginnings in Animal Husbandry," by Plumb, published by Webb & Company, St. Paul, Minnesota; price \$1.25.

Course 6—"Farm Management," by Card, published by Doubleday, Page & Company, New York; price, \$2.00.

Original laboratory and practical work will also be required in these courses. In addition to the above mentioned required courses, those desiring to do so may take some of their optional work in agriculture. This optional work will be given only to students who have finished the required courses. Some of the text-books used in the optional work are: "Soils," by Lyon & Fippin, published by Macmillan Company, of New York; price, \$1.75; "Soils and Fertilizers," by Snyder, published by Macmillan Company, of New York; price, \$1.25; "Southern Field Crops," by Duggar, published by Macmillan Company, of New York; price, \$1.75; "Physics of Agriculture," by King, published by the author, Madison, Wisconsin; price, \$1.75.

Instructors: T. F. Jackson, G. H. Armstrong.

Physiology and Hygiene.

Hygiene 1. This is a two-term course and covers two hundred and eighty pages of the text used. This may be studied at home with some correspondence, and an examination will be given at the College on the same. It will be necessary, however, for the student to make up the laboratory and other practical work of this course at the College, in order to make the required credits.

No correspondence work is offered in course 2, required for professional diploma.

Text: Hough and Sedgwick's Human Mechanism, Part I. and Part II. Ginn & Co., \$2.

Instructor: May Farinholt Jones.

Civics and Economics.

COURSE 1.

In the department of Civics two courses are offered. Course 1 is a brief study of Mississippi government and the National government, particular attention being given to the actual workings of the machinery of government. For Mississippi government, Ellett's Federal Union and Mississippi, chapters VII to XVIII should be carefully studied. The student should also read carefully the state constitution of 1890, found in this book. For the National government, Garner's Government in the United States, chapters IX to XX should be studied. The student should also read carefully the Articles of Confederation and the National Constitution, found in this book.

COURSE 2.

This is a more advanced study of the National government. The course with the exception of a few special readings is contained in Bryce's *the American Government*, Parts I and III. The special readings deal with some more recent features of American government, the Initiative, the Referendum, the Recall and the commission form of city government.

COURSE 3.

In the department of Economics one course is offered, designated as course No. 3. The work is carefully outlined in the prescribed texts. The books used are Burch and Nearing's *Elements of Economics* and Carver's *Principles of Rural Economics*, chapters, I, III, IV, V, VI.

Each of the above courses is a two-term course and for each, two credits are allowed. Any one of the courses will be accepted for the requirement in Certificate course. Any two courses will be accepted for requirement in Professional course. In order to secure credit for correspondence work done in either course 2 or course 3 at least one-half the work in that course must be done in residence study at the college.

Text-books: Ellett's *Federal Union and Mississippi*, B. F. Johnson Publishing Co., Richmond, Va., \$.60; Garner's *Government in the United States*, American Book Co., Cincinnati, \$1.00; Bryce's *The American Commonwealth*, The Macmillan Co., New York, \$1.50; Burch and Nearing's *Elements of Economics*, The Macmillan Co., New York, \$1.50; Carver's *Principles of Rural Economics*, Ginn & Co., Atlanta, \$1.30.

The instructor in this department will be glad to answer with personal letters any inquiry about the work.

Instructor: W. I. Thames.

Geography.

An outline of the work required for the second term in Physical Geography is given. Any student who has taken the first term of Physical Geography (Geography 2' in catalogue 1913-14) at the Mississippi Normal College and wishes to complete the course in **Geography 2** by correspondence, can follow this outline closely, pass the required test and receive one credit. Also anyone who comes from a non-affiliated school and wishes credit on Physical Geography, may take this work and receive one credit, but must take Geography 2-1 on entrance to the College.

Geography (2-2)—Term's work begins with Chapter 13. A close study of the text is required, with special attention given to the pictures and diagrams. Examples of the different relief features, results of weathering, the work of running water, etc., must be looked for out of doors. Illustrations of these features can be found in any neighborhood. e. g. a small brook may illustrate the work of a meandering stream; a miniature delta may be found after a big rain, etc. The work is expected to be made practical. The questions after each chapter should be carefully worked out. The physical maps in the back of the book should be used freely. Such books as Carpenter's Readers, Shaler's Nature and Man in America and the current magazines should be read in connection with the text from Chapter 20 on, if these books can be obtained.

Text used: Modern Geography. (Salisbury, Barrows and Tower.) Publishers, Henry Holt & Co., Chicago, \$1.25.

Instructor: Miss Willa Bolton.

HOME STUDY APPLICATION BLANK

Mississippi Normal College

(NOTE.—Those who desire to do Home Study should fill out this blank and send it to the President's office, with a check or money order for the fee—two dollars.)

Name of Applicant

Postoffice

County

Teaching experience years.

High School or College work done (not in this College):

	No. Weeks	No. Rec. Per Wk.	No. Min. Per Rec.	Name of Text Book
English				
Composition				
Literature				
Rhetoric				
Mathematics				
Algebra				
Geometry				
History				
Ancient				
Med. and Modern				
English				
Science				
Botany				
Biology				
Physics				
Physical Geography				
Latin				
.....				

Names of schools in which this work was done

Working for Certificate, Diploma (draw line through one).

Date of this Application



